

Assessment Workshop and StudentVoice Training



Overview

- Introductions
- Assessment in Higher Education
- About StudentVoice
- Assessment Planning
- Outcomes Assessment
- StudentVoice Assessment Tools and Resources
- PDA Demonstration
- Online Demonstration
- Questions and Discussion

What is one decision, related to your department, that you have made in the last 6 months?

What evidence or data helped you to make that decision?

What is assessment?

- Any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness (Upcraft & Schuh, 1989).
- Ongoing process aimed at understanding and improving student learning. Assessment involves:
 - Making our expectations explicit and public
 - Setting appropriate criteria and high standards for learning quality
 - Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards
 - Using the resulting information to document, explain, and improve performance

When it (assessment) is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared culture dedicated to assuring and improving the quality of higher education (Thomas Angelo, AAHE Bulletin, Nov. 1995).

Assessment is a hot topic!

- Several conferences are now devoted solely to assessment
- New positions are being created on a daily basis to address assessment on campus
- Professional associations have identified assessment as one of the fastest growing areas within higher education
- Organizations, like StudentVoice, are able to successfully compete in a market that didn't exist 10 years ago

How did assessment get to be the hot topic?

- Accountability movement
- The Student Learning Imperative

“The concepts of learning, personal development, and student development are inextricably intertwined and inseparable.”
- Changing demographics and characteristics of today’s college students (students=consumers)

Why Assess?

- Ensure quality and identify unmet needs
- Planning, policy development, decision-making
- Report progress towards a goal
- Peer comparison
- Cost-effectiveness and efficiency of programs
- Measure resource allocations, budget justifications
- Accreditation
- Politics

Assessment can answer the following questions:

- After a student leaves your office or program, what do you want to happen or to be a result?
- What outcomes do you hope for?
- What is my program/event/initiative supposed to accomplish?
- What do students need to be successful?
- Which students benefit from which co-curricular experiences?
- How do we provide evidence that student learning and/or development is occurring?

Types of Assessment

- Outcomes Assessment
- Tracking/Usage
- Needs and Gap Analysis
- Satisfaction/Importance
- Environmental and Campus Climate
- Benchmarking/Peer Comparison
- Cost Effectiveness
- Program and Policy Evaluation

Who to assess?

- Different student populations
- Faculty
- Staff/administrators
- Community members
- Employers
- Other important constituents

Benefits of Assessment

- Enhanced information with an ability to act
- Development of outcomes for programs and services
- Increase student learning/development/engagement
- Stronger programs that are self-studied and refined
- Staff rejuvenation and opportunity to celebrate
- Improved communication/collaboration amongst units
- Better PR and accountability with constituents

It all sounds great, but....

Barriers to Assessment

- “What - another thing we need to do?”
- No time for already stretched staff and faculty
- Difficult to coordinate
- Lack of expertise
- Lack of commitment
- Results not shared, benefits not realized
- Fear
- Getting started

Stages of Assessment (Wehlburg, 1999)

- Denial
- Resistance
- Understanding
- Campaign
- Collaboration
- Assessment becomes institutionalized

Using StudentVoice to Overcome Barriers

- Culture: assessment as part of everyday operations
- Structure: roadmaps and frameworks to follow
- Collaboration: get everyone involved without much effort
- Creativity: projects that can be customized to exact needs
- Accessibility: presenting results for action
- Automation: taking the “grunt work” out of assessment
- Availability: an “always on” resource

About StudentVoice

- Conceived by students.
- Uses technology to build a flexible platform for assessment.
- Complementary resource: Not a replacement for existing personnel or efforts.
- StudentVoice is not in competition with NSSE, Noel-Levitz, survey software, institutional research offices, or home-grown studies.

Assessment Planning

Proactive or Reactive

1. Establish goals, objectives, and outcomes
2. Determine type of assessment that will meet goals and objectives
3. Establish methods
4. Establish timeline
5. Determine who will be involved
6. Establish how data will be used and become actionable
7. Use results and “lessons learned” to inform future assessments

Assessment Planning (continued)

- Begin with mission, goals, or objectives. Find a ‘home’ for assessment or it may feel like an add-on or stand-alone.
- Example objectives:
 - *To develop and provide programs and services which foster a just and humane environment.*
 - *To develop and provide programs and services which assist students in their ethical, intellectual, social, and physical development.*
 - *To develop and provide programs and services which educate students to act as responsible members of the campus, local, national, and world community.*

Assessment Planning (Continued)

- Values are embedded throughout vision, mission, goals, and objectives. Values can provide a focal point when vision or mission seem too abstract.
- Example values:
 - Quality Programs and Services
 - Community Involvement
 - Just and Humane Environment
 - Personal Learning and Development
 - Personal Responsibility and Civic Engagement

Assessment Planning (Continued)

- Outcomes are more detailed than objectives
- Determine (specify) amount or level of behavior or knowledge
- What you want students to know (cognitive), to think (affective), or to be able to do (behavioral)
- Use active verbs (demonstrate, attain, increase, persist)
- Measurable!

Objectives Versus Outcomes

Objectives:

- To provide quality programs and services.
- To provide high quality experiences which encourage students to participate in leadership roles.

Outcomes:

- Students will be 'highly' satisfied (% established via existing data, benchmarking, or evidence) with various aspects of the advising services we provide including customer service and interactions with staff, hours of availability, and information provided.
- Students will demonstrate leadership by successfully organizing an event that their group's membership deems important to the college community.

Assessment Toolkits

Customized for each department

- Provides example assessment plans, schedules, and progressions
- Comprehensive question banks
- Updates on trends
- Resource guides on assessment best practices

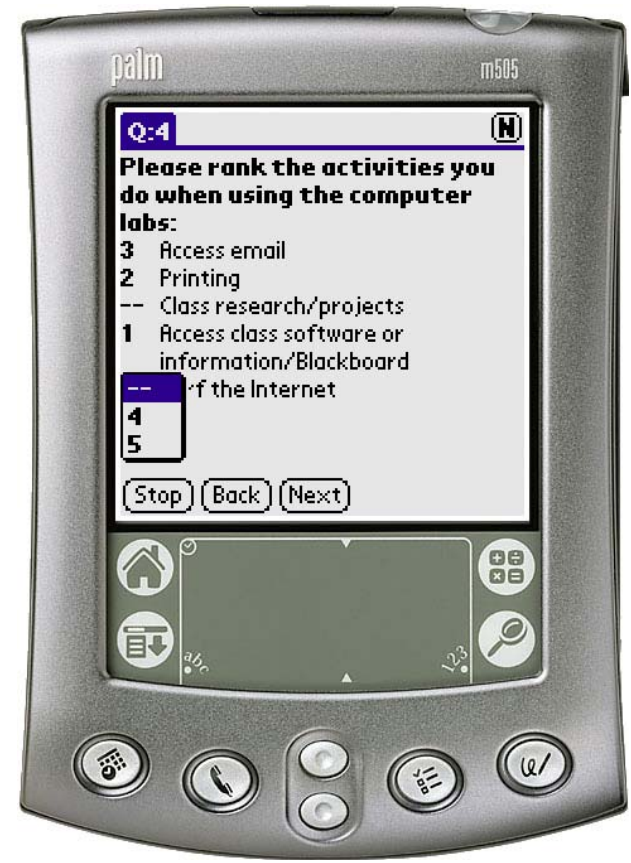
Area	Goal, objective, or criteria	Type of assessment	Population	Method	Frequency/ Timeline	Types of questions
Office						
	Assess satisfaction with Career Services Office	Satisfaction	Users of career services	PDA survey	On-going	<i>Were you satisfied with your visit to the Career Services Office?</i> <i>Did you get all your questions answered during your visit to Career Services?</i>
Events						
	Provide high quality and applicable workshops/events/ programs	Tracking Satisfaction Needs	All attendees	PDA survey	Evaluation immediately after event	<i>What other kinds of workshops would you be interested in attending?</i> •Resume workshops •Careers for my major •Successful job interviews

Starting Projects

1. Designing a Study
 - Use an existing campus-specific assessment instrument
 - Develop a study using StudentVoice question banks/survey library
 - Participate in a StudentVoice benchmarking study
 - Create a new study from scratch in consultation with StudentVoice
2. Submit online request form
3. StudentVoice prepares study for PDA or web data collection
4. Client is provided with a preview of the study for approval
5. Study is administered

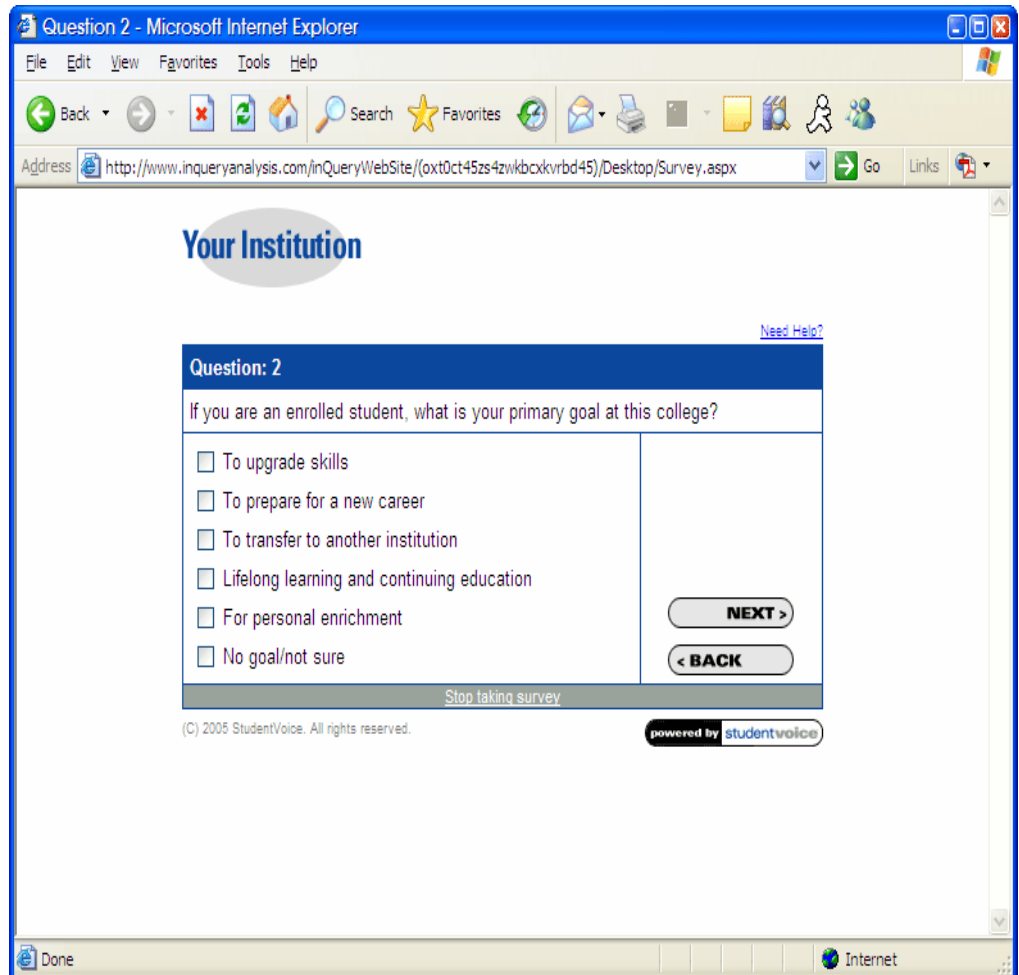
Data Collection: PDA

- Randomly approach students at busy campus locations.
- Position PDAs so that prior to students leaving your offices, they will stop and fill out a short evaluation/qualification.
- Dig deeper into findings from national studies or other campus studies.
- Use multiple PDAs after a campus event or program.
- Access data immediately after PDA is hot synced.



Data Collection: Web

- Obtaining an appropriate sample
- StudentVoice or the institution sends an email invitation with a link to the survey
- Post the survey onto a website
- Follow up on findings from a PDA study
- Data is automatically updated



The screenshot shows a Microsoft Internet Explorer window titled "Question 2 - Microsoft Internet Explorer". The address bar displays the URL: [http://www.inquiryanalysis.com/inQueryWebSite/\(ox0ct45zs4zwbckxvrbd45\)/Desktop/Survey.aspx](http://www.inquiryanalysis.com/inQueryWebSite/(ox0ct45zs4zwbckxvrbd45)/Desktop/Survey.aspx). The page content includes a header "Your Institution" with a "Need Help?" link. The main content area is titled "Question: 2" and asks: "If you are an enrolled student, what is your primary goal at this college?". Below the question is a list of six options, each with an unchecked checkbox:

- To upgrade skills
- To prepare for a new career
- To transfer to another institution
- Lifelong learning and continuing education
- For personal enrichment
- No goal/not sure

Navigation buttons are located to the right of the list: "NEXT >" and "< BACK". Below the list is a link "Stop taking survey". At the bottom of the page, there is a copyright notice "(C) 2005 StudentVoice. All rights reserved." and a "powered by studentvoice" logo. The browser's status bar at the bottom shows "Done" and "Internet".

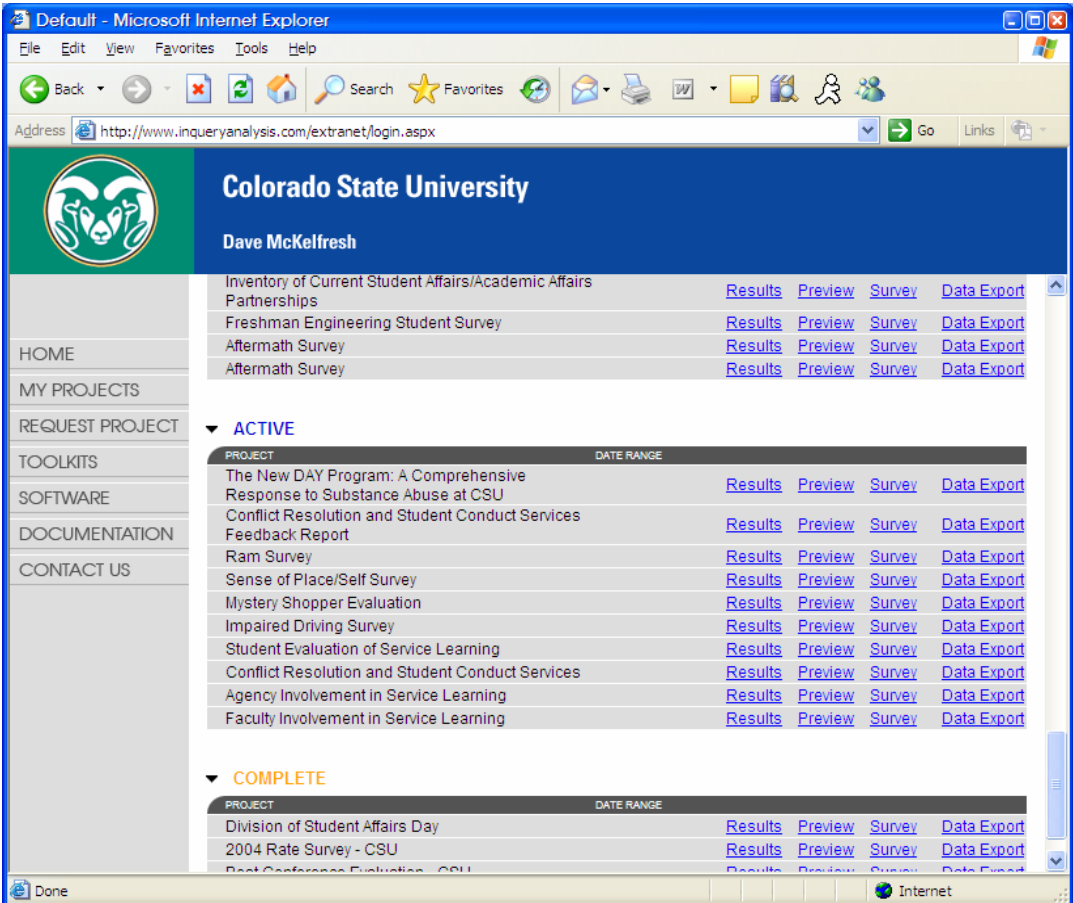
Benchmarking (External)

- Standardized (yet customizable) instruments for comparison of data across institutions
- New topics each semester
- Designed with consultation from national experts
- Examples:
 - Orientation and new student programs
 - Campus recreation
 - Leadership development

Sharing Data

Turn results into action

- Easy to read
- Ability to monitor projects in motion
- Share data with colleagues
- Export all results, charts, and graphs into an Excel or PDF format



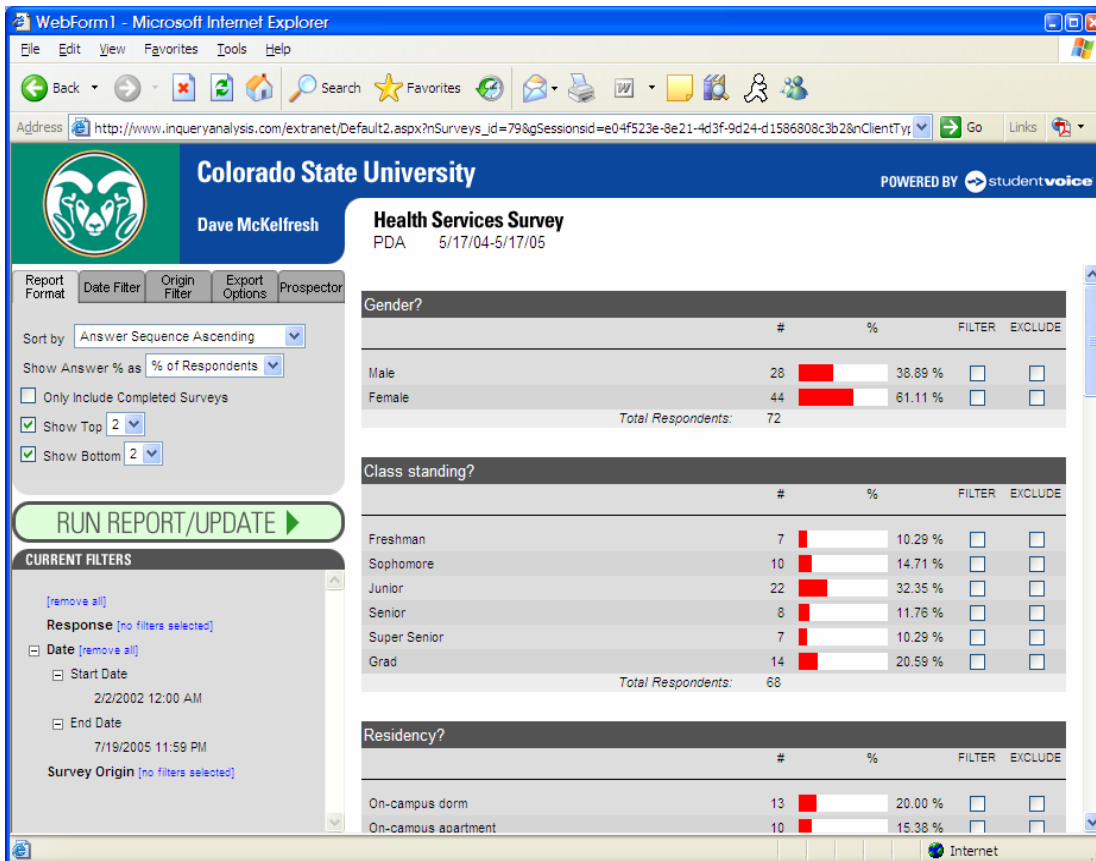
The screenshot shows a Microsoft Internet Explorer browser window displaying the Colorado State University Inquery Analysis Extranet login page. The page header includes the CSU logo and the name Dave McKelfresh. A navigation menu on the left lists options like HOME, MY PROJECTS, REQUEST PROJECT, TOOLKITS, SOFTWARE, DOCUMENTATION, and CONTACT US. The main content area displays a list of projects under the 'ACTIVE' section, each with links for Results, Preview, Survey, and Data Export. Below this, a 'COMPLETE' section is partially visible.

PROJECT	DATE RANGE	Results	Preview	Survey	Data Export
Inventory of Current Student Affairs/Academic Affairs Partnerships		Results	Preview	Survey	Data Export
Freshman Engineering Student Survey		Results	Preview	Survey	Data Export
Aftermath Survey		Results	Preview	Survey	Data Export
Aftermath Survey		Results	Preview	Survey	Data Export
ACTIVE					
PROJECT					
DATE RANGE					
The New DAY Program: A Comprehensive Response to Substance Abuse at CSU		Results	Preview	Survey	Data Export
Conflict Resolution and Student Conduct Services Feedback Report		Results	Preview	Survey	Data Export
Ram Survey		Results	Preview	Survey	Data Export
Sense of Place/Self Survey		Results	Preview	Survey	Data Export
Mystery Shopper Evaluation		Results	Preview	Survey	Data Export
Impaired Driving Survey		Results	Preview	Survey	Data Export
Student Evaluation of Service Learning		Results	Preview	Survey	Data Export
Conflict Resolution and Student Conduct Services		Results	Preview	Survey	Data Export
Agency Involvement in Service Learning		Results	Preview	Survey	Data Export
Faculty Involvement in Service Learning		Results	Preview	Survey	Data Export
COMPLETE					
PROJECT					
DATE RANGE					
Division of Student Affairs Day		Results	Preview	Survey	Data Export
2004 Rate Survey - CSU		Results	Preview	Survey	Data Export
Best Conference Evaluation - CSU		Results	Preview	Survey	Data Export

Analyzing Data

Log-in to the StudentVoice website to access the data

- Frequencies and percentages
- Cross tab tool
- Quantitative and qualitative reports
- Charting tools
- Copy/Save features (Excel, PDF, Etc.)
- Export raw data



Colorado State University
Dave McKelfresh

Health Services Survey
PDA 5/17/04-5/17/05

POWERED BY studentvoice

Report Format | Date Filter | Origin Filter | Export Options | Prospector

Sort by: Answer Sequence Ascending

Show Answer % as: % of Respondents

Only Include Completed Surveys

Show Top 2

Show Bottom 2

RUN REPORT/UPDATE

CURRENT FILTERS

[remove all]

Response [no filters selected]

Date [remove all]

Start Date: 2/2/2002 12:00 AM

End Date: 7/19/2005 11:59 PM

Survey Origin [no filters selected]

Gender?	#	%	FILTER	EXCLUDE
Male	28	38.89 %	<input type="checkbox"/>	<input type="checkbox"/>
Female	44	61.11 %	<input type="checkbox"/>	<input type="checkbox"/>
Total Respondents:		72		

Class standing?	#	%	FILTER	EXCLUDE
Freshman	7	10.29 %	<input type="checkbox"/>	<input type="checkbox"/>
Sophomore	10	14.71 %	<input type="checkbox"/>	<input type="checkbox"/>
Junior	22	32.35 %	<input type="checkbox"/>	<input type="checkbox"/>
Senior	8	11.76 %	<input type="checkbox"/>	<input type="checkbox"/>
Super Senior	7	10.29 %	<input type="checkbox"/>	<input type="checkbox"/>
Grad	14	20.59 %	<input type="checkbox"/>	<input type="checkbox"/>
Total Respondents:		68		

Residency?	#	%	FILTER	EXCLUDE
On-campus dorm	13	20.00 %	<input type="checkbox"/>	<input type="checkbox"/>
On-campus apartment	10	15.38 %	<input type="checkbox"/>	<input type="checkbox"/>

Getting Help

At any point during the process, experienced StudentVoice professionals can provide assistance.

Preparation

- Determination of objectives and outcomes
- Questionnaire design
- Exposure to best practice

Administration

- Assistance launching studies
- Gauging response rates
- Technical support

Analysis

- Reacting to data
- Using analysis tools
- Incorporating data into reports and presentations

What could go wrong?

PDA Assessment Projects

- Low or dead batteries
- May need to digitize PDAs
- Outdated or overused PDAs

Online Assessment Projects

- Lack of thorough review of surveys
- High security levels in computer labs
- Spam filters
- Outdated hardware

Questions and Comments